Depth Psychology with Specialization in Integrative Therapy and Healing Practices (Ph.D.) Fact Sheet

Program Learning Outcomes

Theories and Traditions of Depth Psychology

1. Critically examine the historical, cultural, and philosophical traditions that inspired the origins and evolution of depth psychology.
2. Demonstrate multi-cultural sensitivity and competence in one's applied practice and scholarly work.
3. Develop the capacity to work symbolically with images, dreams, symptoms, complexes, and synchronicity.

Applied Practices Informed by the Humanities, Arts, and Sciences

4. Evaluate the relationship of depth psychology to realms of human discourse and culture including the integration of mythology, sacred traditions, and the humanities.
5. Critically assess current approaches to integrative therapy and healing practices as they inform one's own work.
6. Demonstrate the ability to evaluate and present practice material from a depth psychological perspective.
7. Demonstrate how oneself has been integrated into one's practice.

Research

8. Critically compare various approaches to psychological research and their ontological, epistemological, and methodological implications.
9. Demonstrate awareness of the unique ethical challenges of depth psychological inquiry.
10. Develop the capacity to design, conduct, and present original scholarly research.

Table 1. Faculty-to-Student Ratio 2024-25

Full-time faculty FTE*	3.0	Full-time faculty count	7.0
Adjunct faculty FTE*	2.5	Adjunct faculty count	11.0
Student FTE**	50.5		
Faculty/Student Ratio	*1 : 9.1*		

* Full-time Equivalent (FTE) was calculated by dividing the total credit hours for the academic year by 18 (the number of credit hours/full-time contract).
** Full-time Equivalent (FTE). Part-time students counted as 0.5 FTE and full-time students counted as 1.0 FTE.

- In the 2024-25 academic year, the faculty-to-student ratio was approximately one faculty member for every ten students in coursework (Table 1).

Table 2. Attrition and Persistence Counts by Matriculation Year

		Matriculation Year (Academic Year)							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Overall
Attrition	AW/AD		6	6	4	1	5		22
	W	2	2	3	3	5	5	2	22
	Total	**2**	**8**	**9**	**7**	**6**	**10**	**2**	**44**
Persistence	Graduated	6	7	3	1				17
	Still In Program	3	4	21	14	16	15	15	88
	Total	**9**	**11**	**24**	**15**	**16**	**15**	**15**	**105**
Enrollment		**11**	**19**	**33**	**22**	**22**	**25**	**17**	**149**

Table 3. Attrition and Persistence Rates by Matriculation Year

		Matriculation Year (Academic Year)							
		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Overall
Attrition	AW/AD	0%	32%	18%	18%	5%	20%	0%	15%
	W	18%	11%	9%	14%	23%	20%	12%	15%
	Total	**18%**	**42%**	**27%**	**32%**	**27%**	**40%**	**12%**	**30%**
Persistence	Graduated	55%	37%	9%	5%	0%	0%	0%	11%
	Still In Program	27%	21%	64%	64%	73%	60%	88%	59%
	Total	**82%**	**58%**	**73%**	**68%**	**73%**	**60%**	**88%**	**70%**
Enrollment		100%	100%	100%	100%	100%	100%	100%	100%

- As of March 2025, 11 percent of the 149 students who started the program between the academic years 2017-18 and 2023-24 graduated (Tables 2 and 3).
- The highest persistence rates are among the 2023-24 cohort (88 percent) and those who matriculated in 2017 (82 percent).

Table 4. Graduation Counts and Rates

		Graduation Year			
		2021-22	2022-23	2023-24	Total
Gender	Female	100%	75%	90%	**84%**
	Male	0%	0%	10%	**5%**
	Unknown	0%	25%	0%	**11%**
Ethnicity	American Indian or Alaska Native	0%	0%	0%	**0%**
	Asian	0%	0%	10%	**5%**
	Black or African American	0%	0%	10%	**5%**
	Native Hawaiian or Other Pacific Islander	0%	0%	0%	**0%**
	Hispanic	0%	38%	30%	**32%**
	Two or more	0%	0%	10%	**5%**
	Undeclared	0%	25%	0%	**11%**
	White	100%	38%	40%	**42%**
Graduated		100%	100%	100%	**100%**

- As of March 2025, 84 percent of the graduates over the last three academic years identified as female, 5 percent identified as male, and 11 percent chose not to identify their gender (Table 4).
- Less than half of the graduates from the last three academic years identified their race/ethnicity as White (42 percent). The next largest ethnicity selected among these graduates overall was Hispanic (32 percent), then Asian and Black or African American (each 5 percent). Five percent of the graduates selected "two or more" ethnicities, and the last 11 percent chose not to identify their race or ethnicity.

Table 5. DPH Psychology Average Time-to-Degree Completion (Years)*

	Graduation Year			
Degree	2021-22	2022-23	2023-24	Overall
DPH PhD Years**	4.1	5.4	5.6	5.4
Institute All Doctoral Years	6.6	6.8	6.4	6.6
DPH PhD Count	1	8	10	19
Institute All Doctoral Count	59	50	55	164

* DPH PhD 100% time-to-degree length is published as 57 months (4.75 years).

**The National Science Foundation (NSF) median time to doctorate in psychology is 5.9 years from start of doctoral program.

- Graduates in the three years examined took an average of 5.4 years to complete their doctoral degrees, which is less time than most students need to complete doctoral degrees across the institute (Table 5).
- The 2023-24 graduates took the most time (5.6 years) out of all three years studied.

Table 6. 2023-24 Course Evaluation Results

Survey Statement	Average Rating (Four-point scale converted to rate, where 4.0 = 100%)			
	Fall 2023	**Winter 2024**	**Spring 2024**	**Overall**
The instructor respected the ideas and opinions of others.	95%	93%	96%	**95%**
The instructor was reasonably accessible either in person, by phone, or by e-mail.	92%	96%	96%	**95%**
The instructor is knowledgeable about the topic.	95%	97%	100%	**97%**
The instructor provided clear feedback on assignments or discussions.	92%	91%	95%	**93%**
The instructor was adequately prepared to teach the course.	93%	92%	99%	**95%**
The instructor was skillful at maintaining focus throughout the course.	90%	90%	96%	**92%**
The instructor was passionate about the course and materials.	94%	96%	100%	**97%**
The course encouraged reflection on cross-cultural material, multi-cultural perspectives, global issues, or community issues.	88%	90%	93%	**90%**
The course encouraged me to think creatively or more deeply about the topic.	91%	93%	97%	**93%**
Respondents	71	64	46	181
Enrollments	164	190	76	430
Response Rate	43.3	33.7	60.5	**45.8**

- Course evaluations for the academic year 2022-23 were positive across all dimensions, with quarterly ratings ranging from 72% to 100% of the maximum score (Table 6).
- The items consistently rated as the most positive across quarters were, "The instructor was passionate about the course and materials" and "The instructor is knowledgeable about the topic."

Glossary

Term	Definition
Academic Disqualification (AD)	Academic disqualification refers to a student being disqualified for academic reasons.
Administrative Withdrawal (AW)	An administrative withdrawal occurs after a program time limit has expired, or a student leave of absence has expired, and the student has been inactive for more than a quarter.
Attrition	This category includes students administratively withdrawn or academically disqualified.
Persistence	This category combines students who graduated and those who are still enrolled in the program at a "census date" (specified snapshot date).
Still In Program	This category includes students in the coursework or dissertation phase. Students who are on leave of absence are considered still in the program.
Withdrawal (W)	This status indicates a student's voluntary withdrawal.